

Research Paper



INFORMATIONAL WRITING

ORGANIZATION	GSE	X	M	NM	SBS
Title...		<u>cleverly</u> gains the reader's attention, is clearly relevant to thesis, and contains all relevant information.	is effective in gaining the reader's attention, is clearly relevant to thesis, and contains all relevant information.	is somewhat effective in gaining the reader's attention, is somewhat relevant to thesis, or lacks relevant information.	is ineffective in gaining the reader's attention, is not clearly relevant to thesis, or lacks relevant information.
Introduction...	W-12-4.4	<u>cleverly</u> hooks reader's attention, begins broadly, establishes a relevant, <u>profound</u> occasion, and funnels smoothly to thesis.	hooks the reader's attention, begins broadly by establishing a relevant occasion, and funnels smoothly to thesis.	<u>attempts</u> to gain reader's attention, establishes a <u>somewhat</u> relevant occasion, or moves somewhat clumsily to thesis.	is ineffective in gaining the reader's attention, is underdeveloped, clumsy, or not evident.
Thesis	W-12-3.1 W-12-1.3 W-12-7.2	makes a <u>uniquely</u> insightful, relevant argument; <u>uses parallel structure</u> to orient the reader to the essay's organizational pattern; are stated clearly.	makes an insightful, relevant argument; orients the reader to the essay's organizational pattern; and is stated clearly.	make a <u>somewhat clear, relevant, or insightful</u> interpretive claim or do not clearly orient the reader to the essay's organizational pattern.	are underdeveloped, nonexistent, or marginally relevant to the prompt.
Overall organization...	W-12-3.1 W-12-1.3 W-12-6.1 W-12-6.2 W-12-8.1	<u>always</u> follows an explicit, logical pattern, excludes irrelevant information, and is divided into sections which clarify and analyze the topic.	usually follows an explicit, logical pattern, excludes irrelevant information, and is divided into sections which clarify and analyze the topic.	<u>inconsistently</u> follows an explicit pattern or may need further division into sections or paragraphs. Some points may be illogical and information marginally relevant.	follows an inconsistent, illogical, or implied pattern. Points are often unclear or some information irrelevant.
Topic sentences...	W-12-3.4	<u>skillfully</u> introduce paragraphs and sections and are signaled by appropriate transitional words.	accurately introduce paragraphs and sections and are signaled by appropriate transitional words.	usually introduce paragraphs or sections and are signaled by appropriate transitional words.	ineffectively introduce paragraphs/sections, are not explicit, or are not in the writer's own words.
Conclusion...	W-12-3.4	<u>clearly</u> synthesizes topic and <u>fully</u> develops a <u>profound</u> , appropriate connection to the broader world of ideas.	synthesizes topic clearly and develops an appropriate connection to the broader world of ideas.	<u>begins to</u> synthesize topic but is underdeveloped.	merely summarizes topic, is unclear, or is not evident.
CLARITY & SUPPORT					
Understanding of topic	R-12.7 R-12.8 R-12.14	is <u>sophisticated</u> , accurate, and clear.	is consistently evident and accurate.	is occasionally inaccurate and may be sometimes unclear or simplistic.	is implausible, unclear, or simplistic.
Elaboration using facts and details...	W-12-2.8 W-12-1.4 W-12-3.2 W-12-8.4	consistently support <u>and enhance</u> valid assertions through credible and logical quotations, paraphrases, definitions, descriptions, examples.	consistently support valid assertions through credible, and logical quotations, paraphrases, definitions, descriptions, examples.	<u>inconsistently</u> support valid assertions through <u>inconsistently</u> credible and logical quotations, paraphrases, definitions, descriptions, examples.	<u>inconsistently</u> support assertions or contradict writer's points frequently.
Integration of support ...	W-12-2.1	Researched passages are <u>always</u> logically integrated and paraphrased <u>seamlessly within the writer's own words</u> . Research from multiple sources is interspersed and <u>not</u> presented in "stacks."	Researched passages are almost always integrated and paraphrased logically. Research from multiple sources is interspersed and <u>sometimes</u> presented in "stacks."	Researched passages are <u>sometimes</u> integrated logically. Research from multiple sources is interspersed <u>but frequently</u> presented in "stacks."	Researched passages are <u>infrequently</u> integrated. Research from multiple sources is <u>infrequently</u> interspersed throughout and <u>frequently</u> presented in "stacks."
Documentation: Heading block, title, quotes, & paraphrases formatted properly.	W-12-1.4 W-12-3.3	...are always...	...are almost always...	...are frequently...	...are infrequently...
Works cited page is _____formatted in MLA form.	W-12-3.3	...always...	...is almost always...	...frequently...	...infrequently...
STYLE					
Fluency ...	W-12-9.4	is evident through <u>consistently sophisticated</u> word choice and sentence constructions. <u>All</u> sentences logically follow one another.	is evident through <u>consistently logical word choice and sentence constructions</u> . <u>Most</u> sentences logically follow one another.	is <u>developing</u> as evidenced by <u>some illogical</u> word choice or sentence constructions. <u>Many sentences do not follow logically</u> .	is <u>underdeveloped</u> as evidenced by <u>little or no variety</u> in sentence constructions and diction. <u>Most sentences do not follow logically</u> .
Writer's voice is....	W-12-7.3 W-12-7.3 W-12-7.4 W-12-7.5	<u>unique</u> , consistently formal in the active voice, and is free from clichés, rhetoric, tense shifts, first person, and trite commentary.	consistently formal, in the active voice and is typically free from clichés, rhetoric, tense shifts, first person, trite statements.	<u>inconsistently</u> formal, <u>sometimes in the passive voice or contains some</u> clichés, rhetoric, tense shifts, 1st person, or trite commentary.	<u>rarely</u> formal, <u>frequently in the active voice or contains frequent</u> clichés, rhetoric, tense shifts, or trite commentary.
CONVENTIONS					
like spelling, punctuation, diction	W-12-7.3 W-12-9.1	<u>enhance</u> credibility of the thesis, argument, or position.	<u>lend credibility to the thesis, argument, or position</u> .	<u>are sometimes distracting</u> .	<u>are frequently distracting, interfere with meaning, or detract from the thesis, argument, or position</u> .